

Midland Independent School District

Early College High School

2025-2026 Campus Improvement Plan



Mission Statement

In four years all ECHS@MC students will graduate with an associate's degree and a high school diploma; all students will graduate prepared for a bachelor's degree program while demonstrating commitment to self and community.

Vision

ECHS @ MC will create a culture that focuses on the following:

*core values of honesty, kindness, responsibility, integrity, desire and respect

*educational excellence for each student

*Strong Self Esteem and high personal expectations

Developing these skills is the corner stone of the education we offer. Students will have success for today and be prepared for tomorrow.

Value Statement

Rising Above, Going Beyond, and Conquering All

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ECHS@MC is a school of choice. We are a 9-12 grade campus, and our student population is as follows:

- 1. 9th Grade: 110 Students**
- 2. 10th Grade: 100 Students**
- 3. 11th Grade: 94 Students**
- 4. 12th Grade: 93 Students**

Our student population is broken down by program as follows:

1. 5.48% EB
2. 16.44% GT
3. 0.00% SPED
4. 1.64% Dyslexia
5. 100% Title One
6. 45.48% Eco Dis
7. 0.27% Homeless
8. 31.78% At Risk
9. 0.82% Immigrant
10. 5.48% Military Connected

Students choose to come to this campus as they are ready to pursue getting their Associate's Degree. 97% of our 2024-2025 graduating class received their Associate's Degree.

Discipline data by semester weeks:

1. First Semester; 1 OSS; 6 ISS; 12 Detentions
2. Second Semester: 3 OSS; 5 ISS; 13 Detentions

The average class size is 25:1

Attendance rate is 97.10% from 8/19- 5/16.

First Semester: 9th: 98.6%

10th: 98.8%

11th; 99.1%

12th: 97.4%

Second Semester : 9th: 97.2%

10th: 97.5%

11th: 97.8%

12th: 95.6%

By Ethnicity (cumulative data)

1. Hispanic: 55.34%
2. Asian: 11.78%
3. Black: 12.33%
4. White: 19.18%
5. American Indian: 0%

Teacher Ethnicity

45.8% White
50.0% Hispanic
0% Black
4.2% Two or More

Teacher Gender

11.8% Male
88.2% Female

Graduation Rate: 100%

College, Career, and Military Readiness (CCMR): 100%

Teacher Retention:

2 Retired

Administration Changes:

Assistant Principal position eliminated.

Demographics Strengths

We're situated on the Midland College campus, and our admission process utilizes a weighted lottery system. Students at the Early College High School at Midland College have the unique opportunity to graduate with both a high school diploma and an Associate's degree. ECHS @ MC is a choice school that offers a rigorous curriculum, including Honors, Advanced Placement, and dual credit courses. Every student is required to complete 60 college credit hours toward their associate degree, resulting in 97% of the 2025 graduating class earning either an Associate of Arts or an Associate of Science.

The ECHS@MC community includes Midland College, parents, students, staff, and the local community. We collaborate formally with all stakeholders through an Advisory Council and our Campus Educational Improvement Committee (CEIC). Our Early College High School designation allows us to receive support from the Texas Education Agency (TEA) and Educate Texas.

We actively seek parent feedback through surveys, informational sessions, and newsletters, maintaining open communication with them. Our school implements various intervention and support resources through our programs in conjunction with Midland College.

Additional strengths include:

1. High Attendance Rate
2. 100% Graduation Rate
3. 100% CCMR (College, Career, and Military Readiness)
4. ECHS demographics that align with district demographics
5. Low percentage of Office Discipline Referrals

Student Learning

Student Learning Summary

Spring 2025 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Early College High School @ MC	98	50	4529	78.87%	98.98%	95.92%	43.88%
Economic Disadvantage	54	50	4497	78.01%	98.15%	96.30%	40.74%
Asian	17	51	4559	79.69%	100%	94.12%	41.18%
Black/African American	7	51	4497	79.69%	100%	100%	42.86%
Hispanic	55	50	4512	77.90%	98.18%	94.55%	40%
Two or More Races	3	53	4582	83.33%	100%	100%	33.33%
White	16	51	4562	80.18%	100%	100%	62.50%
Currently Emergent Bilingual	18	44	4264	69.36%	94.44%	83.33%	16.67%
First Year of Monitoring	8	55	4684	85.16%	100%	100%	75%
Second Year of Monitoring	2	53	4542	82.03%	100%	100%	50%

Spring 2025 STAAR EOC, English II							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Early College High School @ MC	93	50	4547	78.34%	98.92%	95.70%	31.18%
Economic Disadvantage	41	48	4455	75.23%	97.56%	92.68%	26.83%
Asian	10	53	4639	82.19%	100%	100%	50%
Black/African American	13	48	4492	74.76%	100%	84.62%	46.15%
Hispanic	49	48	4463	75.67%	97.96%	95.92%	18.37%
Two or More Races	-	-	-	-	-	-	-
White	21	54	4731	84.97%	100%	100%	42.86%
Currently Emergent Bilingual	1	44	4241	68.75%	100%	100%	0%
First Year of Monitoring	6	43	4309	67.45%	83.33%	66.67%	16.67%
Second Year of Monitoring	5	53	4676	83.13%	100%	100%	60%

Spring 2025 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Early College High School @ MC	41	46	4626	77.30%	97.56%	95.12%	75.61%
Economic Disadvantage	27	45	4636	77.09%	96.30%	92.59%	74.07%
Asian	8	42	4467	71.40%	100%	87.50%	50%
Black/African American	2	53	4977	88.98%	100%	100%	100%
Hispanic	22	46	4666	78.27%	95.45%	95.45%	77.27%
Two or More Races	2	48	4720	81.36%	100%	100%	100%
White	7	45	4557	76.51%	100%	100%	85.71%
Currently Emergent Bilingual	14	42	4441	71.43%	100%	92.86%	50%
First Year of Monitoring	3	50	4862	85.31%	100%	100%	100%
Second Year of Monitoring	2	48	4720	81.36%	100%	100%	100%

Spring 2025 STAAR EOC, Biology	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Early College High School @ MC	92	37	4511	70.39%	100%	95.65%	43.48%
Economic Disadvantage	52	37	4480	69.78%	100%	98.08%	40.38%
Asian	17	35	4365	65.59%	100%	94.12%	35.29%
Black/African American	5	40	4607	75.85%	100%	100%	80%
Hispanic	51	37	4496	69.33%	100%	94.12%	35.29%
Two or More Races	3	40	4664	76.10%	100%	100%	33.33%
White	16	40	4653	76.06%	100%	100%	68.75%
Currently Emergent Bilingual	18	32	4259	61.22%	100%	83.33%	11.11%
First Year of Monitoring	8	38	4500	70.99%	100%	100%	37.50%

Spring 2025 STAAR EOC, US History	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Early College High School @ MC	91	53	4570	68.20%	100%	92.31%	58.24%
Economic Disadvantage	39	50	4421	63.48%	100%	89.74%	43.59%
Asian	9	56	4637	71.51%	100%	100%	77.78%
Black/African American	16	56	4672	72.28%	100%	100%	75%
Hispanic	50	50	4449	63.92%	100%	86%	44%
Two or More Races	1	56	4614	71.79%	100%	100%	100%
White	15	59	4820	75.90%	100%	100%	73.33%
First Year of Monitoring	3	48	4342	61.11%	100%	66.67%	66.67%
Second Year of Monitoring	2	42	4170	53.85%	100%	50%	0%

STAAR EOC- 5 yr Comparison

		English 1	English II	Algebra 1	Biology	US History
Spring 2025	DNM	1	1	1	0	0
	Appr	99	99	98	100	100
	Meets	96	96	95	96	92
	Masters	44	31	73	44	58
Spring 2024	DNM	1	2	0	0	0
	Appr	99	98	100	100	100
	Meets	94	98	93	95	95
	Masters	50	23	61	53	55
Spring 2023	DNM	0	0	0	0	0

		English 1	English II	Algebra 1	Biology	US History
	Appr	100	100	100	100	100
	Meets	99	99	90	96	91
	Masters	39	30	71	47	54
Spring 2022	DNM	0	0	0	0	0
	Appr	100	100	100	100	100
	Meets	95	95	93	100	94
	Masters	29	24	70	56	65
Spring 2021	DNM	4	1	4	1	1
	Appr	96	99	96	99	99
	Meets	82	96	61	79	89
	Masters	17	31	30	29	53

TSIA2 DATA:

YEAR	GRADE	# STUDENTS	READING	WRITING	MATH
24-25	9	97	67.7%	100%	61.6%
24-25	10	93	95.7%	100%	86.0%
24-25	11	93	97.8%	100%	96.8%
24-25	12	78	100%	100%	100%

SAT School Day Spring 2025

School	Grade Level	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks
Early College HS	11th grade	90	65	72%
% Test Takers Met ERW Benchmark				
90%				
% Test Takers Met Math Benchmark				
76%				

Total Score (400-1600)	Section Scores (200-800)	
1156	573- Mean Reading and Writing	583- Mean Math Score

PSAT/NMSQT Spring 2025/ All Grades

Group	Grade Level	# Test Takers	% Met Both Benchmarks	% Meets or Exceeds ERW Bnmk	% Meets or Exceeds Math Bnmk
School	9th	99	82%	96%	83%
	10th	93	77%	90%	82%

AP TESTING:

	2020	2021	2022	2023	2024
Total AP Students	126	194	141	195	247
Number of Exams	126	194	141	195	253
AP Students with Scores 3+	39	31	35	42	54
% of Total AP Students with Scores 3+	30.95	15.98	24.82	21.54	21.86

Student Learning Strengths

ECHS students had 98% that met Approaches in all EOC tested subjects, 92% that met Meets level in all EOC tested subjects, and 44% or over that met Masters level in 4 of the 5 EOC tested areas.

ECHS 10th graders have successfully met TSIA2 College Readiness in Reading with 96% and Writing with 100%. ECHS 9th graders have successfully met TSIA2 College Readiness in Reading with 68% and Writing with 100%.

72% of ECHS Juniors who took the SAT School Day Spring 2025 Met Both Benchmarks. The average score for our students was 1156 while the national average was approximately 966.

82% of ECHS Freshmen who took the PSAT Spring 2025 Met Both Benchmarks.

77% of ECHS Sophomores who took the PSAT Spring 2025 Met Both Benchmarks.

The number of students who took AP courses and tested increased from 2023 to 2024, as did the number of students with Scores of 3+.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment.

Root Cause: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 2 (Prioritized): 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment.

Root Cause: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.

Problem Statement 3 (Prioritized): The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors.

Root Cause: Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

ECHS utilizes district-adopted materials, new state-adopted TEKS and alignments, College Board AP YAGs, and additional support materials. The teachers develop lesson plans that are TEKS-focused and district-aligned. These plans include reteaching, acceleration, differentiation, monitoring, and assessing. Teachers utilize various methods to maximize learning. They use technology to assist and target areas that may need reinforcement. Teacher table, peer tutoring, after-school tutoring, group work, projects, labs, journaling, etc., are all utilized strategies, plus many more.

All students take EAS, AP, and Dual Credit courses. ECHS offers support to our EL, SPED, and 504 students to ensure success in their courses. In addition, we direct parents and students to the appropriate department at Midland College for support by the college.

In addition, our department leads will meet with the Midland College deans to revisit ECHS students' strengths and/or academic concerns. Our teachers must plan not only for the state curriculum but also for the skills and knowledge needed to prepare our students for their dual credit courses.

Scheduling:

ECHS utilizes a block schedule with 80-minute class periods. High school classes also meet on Mondays and Wednesdays or Tuesdays and Thursdays to allow students to integrate Midland College classes throughout their school day. In addition, the ECHS academic school calendar parallels Midland College's academic calendar. Student attendance is important not only for ADA but also for attending college classes so as not to miss out on college content.

Leadership & Decision Making Processes:

ECHS has one counselor and one principal. Because ECHS is on the Midland College campus and our students take 60 college hours as dual credit, it is imperative that the leadership team stay heavily involved with Midland College staff. Advisory meetings are scheduled with MC to discuss calendars, professors, pathways, presentations, student issues and/or supports, safety, building issues, financials, etc. We share data and ideas to ensure student success.

Organization and Content:

ECHS provides numerous opportunities to keep our parents involved and ask for their support. We begin with incoming freshmen who have been selected from a lottery by holding a Summer Bridge. This is an opportunity for the new students to get a tour, meet student leaders, and get involved with multiple activities. At the same time, they are scheduled in TSIA review sessions each day before administering reading, writing, and mathematics assessments.

ECHS also hosts a parent night to discuss the various pathways their child may choose while in the early college program. ECHS and Midland College schedule a second evening to enroll our students in Midland College, which then grants our students a college account and college email.

Technology Integration:

ECHS teachers use either AP Classroom and/or CANVAS since Midland College professors require our students to use it as their platform for assignments and grades. Midland ISD and Midland College both do great at providing all of the tools and software needed to ensure student success. Each ECHS student will have two separate emails from each organization.

Since ECHS students are enrolled as Midland College students, they receive additional support from Midland College that is equally provided for their traditional students.

School Processes & Programs Strengths

Teachers and administrative staff are diligent about ensuring their students receive instruction aligned with state TEKS and follow a YAG. Teachers use their scheduled PLC time to develop learning targets for students and track their progress. They share the data with each student and make them accountable for their own progress.

We currently have support classes for students that were not successful on STAAR /EOC/ TSIA. Our College/Career Path teachers also help monitor student grades and students with missing assignments. We have meetings with parents at the end of the six weeks if we see students struggling and schedule them in for mandatory tutorials..

We added rewards for perfect attendance and Core Value winners. This also contributes to low discipline issues and adds to a positive culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school.

Root Cause: Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.

Perceptions

Perceptions Summary

MISD uses K12 Insight to administer surveys to students, parents, and staff throughout the school year.

Parents/Guardians

Lowest Ranking Items:

1. (34% Disagree) Families regularly receive information and materials to help their children at home.
2. (28% Disagree) School offers a variety of courses and cocurricular/extracurricular activities.

Highest Ranking Items:

1. (97% Agree) Teachers set high expectations for all students.
2. (97% Agree) The school is a supportive place for students to learn, and the school is an inviting place for students to learn.

Secondary Students

Lowest Ranking Items:

1. (35% Disagree) The school offers a variety of courses and co-curricular/ extracurricular activities.
2. (32% Disagree) Teachers successfully show students how lessons relate to life outside of school.

Highest Ranking Items:

1. (97% Agree) Teachers set high expectations for all students.
2. (94% Agree) Students are academically challenged by their schoolwork.

Campus-based Staff

Lowest Ranking Items:

1. (21% Disagree) School offers a variety of courses, programs, and cocurricular/ extracurricular activities.
2. (21% Disagree) I work in an atmosphere where there is mutual respect among staff.

Highest Ranking Items:

1. (100% Agree) Teachers set high expectations for all students.
2. (100% Agree) Teachers clearly explain learning standards and expectations to all students.

Perceptions Strengths

Overall, ECHS provides academic support, student support, and a safe, secure environment for all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience.

Root Cause: ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.

Priority Problem Statements

Problem Statement 1: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment.

Root Cause 1: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors.

Root Cause 2: Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment.

Root Cause 3: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school.

Root Cause 4: Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience.

Root Cause 5: ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





Performance Objective 1: The percentage of English 1 students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 96% to 98% by 2026.

The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 96% to 98% by June 2026. (First-time testers)

High Priority

Evaluation Data Sources: NWEA MAP, Interim Assessments, STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Coaches will use PLCs to monitor the effectiveness of intervention strategies through six-week progress monitoring cycles by analyzing student work samples and formative data to collaboratively adjust instruction and maintain a flexible, responsive intervention schedule that allows students to enter or exit groups based on ongoing data analysis.</p> <p>Strategy's Expected Result/Impact: Results: Teachers and Instructional Coaches will consistently engage in data analysis and six-week progress monitoring cycles to inform instructional decisions. Instruction will be tailored to individual student needs based on performance data, with evidence of responsive interventions and differentiated strategies embedded in classroom practice.</p> <p>Impact: Students will show academic growth by meeting or exceeding NWEA MAP growth targets and performing at or above the Meets level on STAAR EOC assessments, with increased progress toward the Masters level.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team, Teachers & Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students performing at the Approaches level or below on English EOC assessments will be placed in a targeted English intervention class to address specific skill gaps and accelerate progress toward the Meets and Masters levels.</p> <p>Strategy's Expected Result/Impact: Impact/Results: Students scoring at the Meets or higher performance level on English I and II EOC will increase.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly, PATH teachers will regularly conference with students to review grade progress, with updates shared during student initiated family communication.</p> <p>Strategy's Expected Result/Impact: Result: Increased student accountability, improved academic performance, and stronger home-school partnerships.</p> <p>Impact: Higher achievement and reduced course failures.</p> <p>Staff Responsible for Monitoring: Principal, PATH Teachers</p> <p>Title I: 2.51, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use ELA data tracking charts to monitor student progress, identify instructional gaps, and adjust interventions based on benchmark and checkpoint data.</p> <p>Strategy's Expected Result/Impact: Impact/Result: Promote student ownership of academic growth through goal-setting and progress monitoring</p> <p>Staff Responsible for Monitoring: Principal, English Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. Root Cause: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.</p> <p>Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.</p> <p>Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. Root Cause: Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.</p>

Perceptions

Problem Statement 1: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





Performance Objective 2: The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 96% to 98 % by 2026.

The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 96% to 98% by June 2026. (First-time testers)

High Priority

Evaluation Data Sources: NWEA MAP, Interim Assessments, STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Coaches will use PLCs to monitor the effectiveness of intervention strategies through six-week progress monitoring cycles by analyzing student work samples and formative data to collaboratively adjust instruction and maintain a flexible, responsive intervention schedule that allows students to enter or exit groups based on ongoing data analysis.</p> <p>Strategy's Expected Result/Impact: Results: Teachers will consistently engage in data analysis and six-week progress monitoring cycles to inform instructional decisions. Instruction will be tailored to individual student needs based on performance data, with evidence of responsive interventions and differentiated strategies embedded in classroom practice.</p> <p>Impact: Students will show academic growth by meeting or exceeding NWEA MAP growth targets and performing at or above the Meets level on STAAR EOC assessments, with increased progress toward the Masters level.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students performing at the Approaches level or below on English EOC assessments will be placed in a targeted English intervention class to address specific skill gaps and accelerate progress toward the Meets and Masters levels.</p> <p>Strategy's Expected Result/Impact: Impact/Results: Students scoring at the Meets or higher performance level on English I and II EOC will increase.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PATH teachers will regularly (weekly) conference with students to review grade progress, with updates shared during student initiated family communication.</p> <p>Strategy's Expected Result/Impact: Result: Increased student accountability, improved academic performance, and stronger home-school partnerships.</p> <p>Impact: Higher achievement and reduced course failures.</p> <p>Staff Responsible for Monitoring: Principal, PATH Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. **Root Cause:** Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. **Root Cause:** Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

Perceptions

Problem Statement 1: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





Performance Objective 3: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 95% to 98% by 2026.

The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 96% to 98% by June 2026. (First time testers)

High Priority

Evaluation Data Sources: NWEA MAP, Interim Assessments, STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Coaches will use PLCs to monitor the effectiveness of intervention strategies through six-week progress monitoring cycles by analyzing student work samples and formative data to collaboratively adjust instruction and maintain a flexible, responsive intervention schedule that allows students to enter or exit groups based on ongoing data analysis.</p> <p>Strategy's Expected Result/Impact: Results: Teachers and Instructional Coaches will consistently engage in data analysis and six-week progress monitoring cycles to inform instructional decisions. Instruction will be tailored to individual student needs based on performance data, with evidence of responsive interventions and differentiated strategies embedded in classroom practice.</p> <p>Impact: Students will show academic growth by meeting or exceeding NWEA MAP growth targets and performing at or above the Meets level on STAAR EOC assessments, with increased progress toward the Masters level.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team, Teachers & Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students performing at the Approaches level or below on Algebra 1 EOC assessments will be placed in a targeted math intervention class to address specific skill gaps and accelerate progress toward the Meets and Masters levels.</p> <p>Strategy's Expected Result/Impact: Impact/Results: Students scoring at the Meets or higher performance level on Algebra 1 EOC will increase.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PATH teachers will regularly (weekly) conference with students to review grade progress, with updates shared during student initiated family communication.</p> <p>Strategy's Expected Result/Impact: Result: Increased student accountability, improved academic performance, and stronger home-school partnerships.</p> <p>Impact: Higher achievement and reduced course failures.</p> <p>Staff Responsible for Monitoring: Principal, PATH Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. **Root Cause:** Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. **Root Cause:** Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

Perceptions

Problem Statement 1: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.





Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 96% to 98% by 2026.

High Priority

Evaluation Data Sources: NWEA MAP, Interim Assessments, STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Coaches will use PLCs to monitor the effectiveness of intervention strategies through six-week progress monitoring cycles by analyzing student work samples and formative data to collaboratively adjust instruction and maintain a flexible, responsive intervention schedule that allows students to enter or exit groups based on ongoing data analysis.</p> <p>Strategy's Expected Result/Impact: Results: Teachers and Instructional Coaches will consistently engage in data analysis and six-week progress monitoring cycles to inform instructional decisions. Instruction will be tailored to individual student needs based on performance data, with evidence of responsive interventions and differentiated strategies embedded in classroom practice.</p> <p>Impact: Students will show academic growth by meeting or exceeding NWEA MAP growth targets and performing at or above the Meets level on STAAR EOC assessments, with increased progress toward the Masters level.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students performing at the Approaches level or below on Biology EOC assessments will attend a targeted Biology intervention Saturday Bootcamp to address specific skill gaps and accelerate progress toward the Meets and Masters levels.</p> <p>Strategy's Expected Result/Impact: Impact/Results: Students scoring at the Meets or higher performance level on Biology EOC will increase.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PATH teachers will regularly (weekly) conference with students to review grade progress, with updates shared during student initiated family communication.</p> <p>Strategy's Expected Result/Impact: Result: Increased student accountability, improved academic performance, and stronger home-school partnerships.</p> <p>Impact: Higher achievement and reduced course failures.</p> <p>Staff Responsible for Monitoring: Principal, PATH Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. **Root Cause:** Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. **Root Cause:** Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

Perceptions

Problem Statement 1: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.





Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of U.S. History students who score Meets Grade Level Performance or above on the U.S. History EOC EXAM will increase from 92% to 98% by 2026.

High Priority

Evaluation Data Sources: NWEA MAP, Interim Assessments, STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Instructional Coaches will use PLCs to monitor the effectiveness of intervention strategies through six-week progress monitoring cycles by analyzing student work samples and formative data to collaboratively adjust instruction and maintain a flexible, responsive intervention schedule that allows students to enter or exit groups based on ongoing data analysis.</p> <p>Strategy's Expected Result/Impact: Results: Teachers and Instructional Coaches will consistently engage in data analysis and six-week progress monitoring cycles to inform instructional decisions. Instruction will be tailored to individual student needs based on performance data, with evidence of responsive interventions and differentiated strategies embedded in classroom practice.</p> <p>Impact: Students will show academic growth by meeting or exceeding NWEA MAP growth targets and performing at or above the Meets level on STAAR EOC assessments, with increased progress toward the Masters level.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All 11th grade students will be placed in a targeted US HISTORY Advisory class to address specific skill gaps and accelerate progress toward the Meets and Masters levels on the US History EOC Assessment.</p> <p>Strategy's Expected Result/Impact: Impact/Results: Students scoring at the Meets or higher performance level on US History EOC will increase.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PATH teachers will regularly (weekly) conference with students to review grade progress, with updates shared during student initiated family communication.</p> <p>Strategy's Expected Result/Impact: Result: Increased student accountability, improved academic performance, and stronger home-school partnerships.</p> <p>Impact: Higher achievement and reduced course failures.</p> <p>Staff Responsible for Monitoring: Principal, PATH Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.

Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. **Root Cause:** Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.





Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. **Root Cause:** Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.

Perceptions

Problem Statement 1: 28% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways and there has not been a PTA organization in previous years.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.





Performance Objective 1: The campus Domain I- Student Achievement scale score will increase 98% from 99% to by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly PLC data meetings with teachers and Instructional Coaches to, analyze student responses adjust instruction based on data</p> <p>Strategy's Expected Result/Impact: Teachers improve instructional planning, leading to higher-quality first instruction and greater alignment with academic rigor</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted instruction for students in the "Approaches" range to push them to "Meets."</p> <p>Strategy's Expected Result/Impact: Meeting benchmark for college and career readiness, so every student moved boosts accountability and readiness metrics.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use targeted tutorials or Saturday Boot camps to meet the needs academic of students.</p> <p>Strategy's Expected Result/Impact: Students receive individualized support on their specific learning gaps, which is often difficult to provide during regular class time.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.





Performance Objective 1: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 91.8% to 94% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data from their mock exams and district pre-tests to identify areas of concern and develop after-school support.</p> <p>Strategy's Expected Result/Impact: Increase in students obtaining a score of 3 or Higher on their AP exams.</p> <p>Staff Responsible for Monitoring: AP teachers, Instructional Coaches, and Administration.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incoming freshmen who did not pass the Summer Bridge TSIA reading will be scheduled for a TSIA support class for reading/writing/math.</p> <p>Strategy's Expected Result/Impact: An increase in freshmen students passing the TSIA assessments will also increase.</p> <p>Staff Responsible for Monitoring: TSIA teachers, Instructional Coaches, Counselor, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate SAT vocabulary practices, word lists and activities during advisory periods, or intervention programs.</p> <p>Strategy's Expected Result/Impact: An increase in overall students SAT assessments will also increase</p> <p>Staff Responsible for Monitoring: Administration, Advisory teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. Root Cause: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.</p> <p>Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.





Performance Objective 2: By June 2026, the percentage of students earning a qualifying score on the SAT Reading or ACT English/Reading section by the end of their junior year will increase from 90% to 95%, as measured by official assessment results.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data from their mock exams and district pre-tests to identify areas of concern and develop after-school support.</p> <p>Strategy's Expected Result/Impact: Increase in students obtaining a score of 3 or Higher on their AP exams.</p> <p>Staff Responsible for Monitoring: AP teachers, Instructional Coaches, and Administration.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incoming freshmen who did not pass the Summer Bridge TSIA reading will be scheduled for a TSIA support class for reading/writing/math.</p> <p>Strategy's Expected Result/Impact: An increase in freshmen students passing the TSIA assessments will also increase.</p> <p>Staff Responsible for Monitoring: TSIA teachers, Instructional Coaches, Counselor, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate SAT vocabulary practices, word lists and activities during advisory periods, or intervention programs.</p> <p>Strategy's Expected Result/Impact: An increase in overall students SAT assessments will also increase</p> <p>Staff Responsible for Monitoring: Administration, Advisory teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. Root Cause: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.</p> <p>Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.




Performance Objective 3: By June 2026, the percentage of students earning a qualifying score on the SAT Math or ACT Math section by the end of their junior year will increase from 68% to 73%, as measured by official assessment results.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data from their mock exams and district pre-tests to identify areas of concern and develop after-school support.</p> <p>Strategy's Expected Result/Impact: Increase in students obtaining a score of 3 or Higher on their AP exams.</p> <p>Staff Responsible for Monitoring: AP teachers, Instructional Coaches, and Administration.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incoming freshmen who did not pass the Summer Bridge TSIA reading will be scheduled for a TSIA support class for reading/writing/math.</p> <p>Strategy's Expected Result/Impact: An increase in freshmen students passing the TSIA assessments will also increase.</p> <p>Staff Responsible for Monitoring: TSIA teachers, Instructional Coaches, Counselor, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate SAT vocabulary practices, word lists and activities during advisory periods, or intervention programs.</p> <p>Strategy's Expected Result/Impact: An increase in overall students SAT assessments will also increase</p> <p>Staff Responsible for Monitoring: Administration, Advisory teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 39.6% of current 9th graders and 13.8% of current 10th graders have not passed the TSIA 2 Math assessment. Root Cause: Students have not mastered the core standards in TSIA math before testing. Some content has not been introduced in Alg . 1.</p> <p>Problem Statement 2: 32.3% of current 9th graders and 4.3% of current 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile levels and vocabulary for students do not meet college-level standards. Students struggle with inference and context clues.</p>





Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 4: Increase the percentage of students demonstrating progress toward college, career, and military readiness from 85% to 88% by the end of the year.

High Priority

Evaluation Data Sources: TSIA, SAT, PSAT, ASVAB

Strategy 1 Details	Reviews			
<p>Strategy 1: College Advising Counselors focused on postsecondary areas of interest will be available weekly to assist students in course selections.</p> <p>Strategy's Expected Result/Impact: Improved college application support lead to higher college acceptance and enrollment rates.</p> <p>Staff Responsible for Monitoring: Administrator, College Advisor Counselor, counselor</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each 6 weeks Path teachers will regularly meet with students and communicate with families to track readiness and academic progress.</p> <p>Strategy's Expected Result/Impact: Increased family communication and awareness on academic success of their student</p> <p>Staff Responsible for Monitoring: Administration, Path teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All core instructional staff and coaches will create and assign credit recovery for the first semester. Students will also have the opportunity to recover credits during Summer Learning opportunities.</p> <p>Strategy's Expected Result/Impact: students will earn six or more credits and be on track to obtain all high school credits for graduation.</p> <p>Staff Responsible for Monitoring: Instructional Staff, Instructional Coaches, and Administration.</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will attend a college visits to obtain firsthand experience of what a 4 year university campus looks like and obtain academic tours.</p> <p>Strategy's Expected Result/Impact: Give students meaningful experiences to prepare for post-graduation opportunities that their families may not be able to afford.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches and administration.</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of the second semester is 12.8% of seniors, 10.8% of juniors, and 1.1% of sophomores. The percentage of students earning F's in high school or college classes at the end of the second semester is 2.6% of seniors and 10.8% of juniors. Root Cause: Students, at times, do not attend their college classes, in addition to being scheduled in particular math college classes without having the appropriate foundational skills.</p>
School Processes & Programs
<p>Problem Statement 1: Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school. Root Cause: Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.</p>

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).





Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 98% to 100% by the end of June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide coaching cycles that include observation (formal/informal) that provide specific feedback, follow-up support and modeling</p> <p>Strategy's Expected Result/Impact: Promotes intentional reflection, leading to better planning and execution of lessons, higher instructional rigor and stronger student engagement strategies.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate PLC discussions around student work analysis.</p> <p>Strategy's Expected Result/Impact: Students are more engaged because lessons are clear, well-scaffolded and aligned to grade-level standards</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Align coaching and feedback with a high-quality rubric (e.g., T-TESS)</p> <p>Strategy's Expected Result/Impact: Increased percentages of students reach Meets and Masters Grade Level, directly boosting Domain I performance.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025